

Appendices

Appendix 1: Unit Overview Template Exemplar

Unit Overview Template (Exemplar)
Year level: Middle Years (7/8/9) Unit title: May the force be with you Key focal question: Is everything in nature and society powered by force?
Rationale (May draw on LMQs 1, 2 and 3; DIMs 1, 4 and 5): This unit explores the concept that everything is powered by a force. Students will understand the role force, motion and energy play in our lives (both in science and nature). Four KLAS are explicitly dedicated to this transdisciplinary UoW in order to build deep knowledge of how change is effected, intentionally and incidentally. In groups of 5/6 students will create and film a Television News Report that demonstrates humans can influence and change nature.
Host KLAS: Science, English, SOSE and The ARTS

Syllabus Outcomes (LMQ1 and LMQ2)		
PRIOR LEARNING (LMQ1)	FOCAL OUTCOMES (LMQ2)	FUTURE LEARNING (The next LMP)
The learner will be able to:		
Recall basic definitions of energy, force and motion and name 'Interactions' that occur between living & non-living parts of the environment	Demonstrate an understanding of energy changes, transfer & transformation	Create different energy forces and utilise them in situations that require power

FOCUS QUESTIONS (LMQ1 and LMQ2,

1. SCI: What is the nature of energy and how do we use it?
2. ENG: How are we affected by the force of the written word?
3. SOSE: Can the collective power of people influence political agenda?

Knowledge Focus (LMQ2, DIM 2)	
Declarative Knowledge (What do I want my learners to know?)	Procedural Knowledge (What do I want my learners to be able to do?)
What energy is and does and how it is used to affect change and to achieve effect.	Demonstrate their knowledge and understanding of energy and change.
The impact of the written word: a study of both visual & musical literacy.	Write in exposition genre about a field of interest central to the unit focus.
The history of societal change from the Industrial Revolution → Digital Age.	Analyse societal change in a context of ecological sustainability/impact on lifestyle.
How society responds to and explores energy and force through art & vice versa.	Concept design and produce a television news report that presents ideas to address audience needs and wants.

Vocabulary			Concepts			
Force	Invention	Leverage	Cause-effect patterns → Episode patterns			
Energy	Motion	Reaction	Societal change			
Symbolism	Exposition	Literacy	The power of persuasion			
Persuasion	Rights	Power	Concept design and production			
Government	Politics	Democracy	Democratic election Political structure			

Summary of Planned Learning Journey						
LEP sequence no.	Lesson sequence/outcome focus (LMQ2)	Main DoL dim focus	Sequential DoL strategies What you will do, step-by-step	Main resources (LMQ4)	Who will do what? (LMQ6)	Check for learning/ assessment (LMQ7/DIM 4)
Week 1 Monday Lesson 1	Unit Introduction: Overview the learning journey to students <u>Knowledge:-</u> -Unit overview/ details - Revisit required Attitudes and Perceptions and Habits of mind required	D1 D5	# Construct KWL chart # Organise Introduce a Frayer model # Store Guided Questions	A list of learning outcomes and knowledge underpinning unit for learner reference	Learning Manager to lead this learning experience	An established/ formulated HoM and Attitudes and Perceptions checklist
Week 1 Tuesday	What is the history of societal change? <u>Knowledge:-</u> -politics, rights, democracy, societal change,	D2	Construct Meaning	Art gallery Visit	See staff list in App 4	Questionnaire See appendix 5.1
Etc						

Special Needs Considerations	
Specific student needs	Adjustments and considerations
Profiled the class using a Multiple Intelligence test	Wide range of intelligences, with a concentration in the verbal/linguistic area
Class responds best to regular interaction and discussion within learning	Provide learning opportunities for down loading information and engaging in discussion to consolidate ideas, timed every 20/30 minutes to create time and make space to learn
65% class are indigenous and or ESL	Incorporate and demonstrate cultural perspectives and knowledge in content and processes throughout unit
2 male students identified with significant behavioural issues	Establish communication book with parent/caregiver and build in responsible roles within class and group work and respond to positive behaviour with public & private recognition; set and maintain clear & realistic expectations

LMQ7: Assessment Strategies	
Key assessment task or culminating task (embedded outcomes for all KLA's)	Group (5/6) Television News Report titled: "May The Force Be With You". Investigate your selected concept. Ideate your story angle and compose a script, write a production plan and evaluate your first take.
Formative assessment to scaffold task	KLA based individual tasks: Science demonstration The demonstration builds individual performance confidence. English persuasive exposition Individual persuasive expositions will identify fields of interest or themes to enable the Learning Manager to create groups. SOSE soapbox Each group will take a soapbox session, utilising each group member to 'test the water' on their emerging story angle. The ARTS, freeze-frame series The freeze-frame series captures the focal theme of the TV news report and consolidates the group intention.
Other assessment tools and instruments	Group TV news report first takes will be peer evaluated and these 'draft' marks will act as feedback for further development. Dress rehearsals and practice shoots are also designed as opportunities for informal feedback and formative assessment.

Unit timetable					
Week	Mon	Tues	Wed	Thurs	Fri
1	Unit introduction and rationale	Familiarisation with formative and summative assessment tasks	vocab/ concepts	<i>What is the nature of energy and how do we use it?</i>	Local television studio excursion →
2	Art Gallery visit	<i>What is the nature of energy and how do we use it?</i>	→	→	Plan Scientific Day
3	<i>How are we affected by the force of the written word?</i>	→	→	→	Set scene for Scientific day with buddy class e.g., Yr1/ transition Dress rehearsal
4	Set scene for Scientific day with buddy class e.g., Yr1/ transition Dress rehearsal	Selecting and concept mapping exposition	Research and concept map exposition	Drafting and writing exposition	Persuasive Exposition
5	<i>The collective power of people to influence political agenda</i>	→	→	→	View Bowling for Columbine
6	Formation of groups by fields of interest	Group storming, norming and forming	Group research and drafting of ideas for Soapbox	Soapbox rehearsal and group self evaluation	Soapbox
7	<i>How do we respond to and explore energy and force through art?</i>	→	→	→	Group freeze-frame series & feedback
8	Group preparation supported with 'director in residence'	→	→	→	→
9	Each group conferences with teacher marker to the task criteria	→	Dress rehearsals and	Practice shoots	Groups refocus and respond to <i>first take</i> feedback
10	Group live presentations and assessment	Group live presentations and assessment	Group live presentations and assessment	Group live presentations and assessment	Watching the TV news reports and finalising grades